DOCUMENT RESUME

ED 133 365 TM 005 980

AUTHOR Vaughan, Michael R.; Kriner, Richard E.
TITLE The Army Racial Awareness Program: A Case Study of Program Impact on Personal Values. Special Report
INSTITUTION Human Resources Research Organization, Alexandria, Va.
SPONS AGENCY Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
REPORT NO HumRRO-SR-CD(L)-75-2
PUB DATE Apr 75
CONTRACT DAHC19-73-C-0004
NOTE 29p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Discussion (Teaching Technique); *Educational Programs; Human Relations Programs; Lecture; *Military Personnel; Personality Tests; *Personal Values; Program Attitudes; Program Effectiveness; *Program Evaluation; *Race Relations; Teaching Methods
IDENTIFIERS *Army Racial Awareness Program; Rokeach Value Survey

ABSTRACT

The effects of two forms of presentation of the Army Racial Awareness Program (RAP) on the personal values of equality and freedom were assessed. Subjects were Army personnel assigned to RAP at Fort Meade, Md. The research instrument was the Rokeach Value Survey, in pretest-posttest administrations. Results suggested that the official RAP presentation version--lecture and discussion--was more effective than a lecture-only version in changing personal values. Importance attached to equality was increased among RAP participants but not among lecture-only subjects. Importance attached to freedom was relatively unaffected in both groups. The size and statistical significance of value change among RAP participants varied according to characteristics such as age, race, rank, and education. Such differences were not found among lecture-only subjects. Subjects indicated approval of the RAP program and its continuance for all Army personnel.

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

Special
Report
CD(L)-75-2

HumRRO

ED133365

The Army Racial Awareness Program: A Case Study of Program Impact on Personal Values

Michael R. Vaughan and Richard E. Kriner

HUMAN RESOURCES RESEARCH ORGANIZATION
300 North Washington Street • Alexandria, Virginia 22314

TM005 980

April 1975

Prepared for

U.S. Army Research Institute for the
Behavioral and Social Sciences
1300 Wilson Boulevard
Arlington, Virginia 22209

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SR-CD(L)-75-2

SPECIAL REPORT

The Army Racial Awareness Program: A Case Study of Program Impact on Personal Values

by

Michael R. Vaughan and Richard E. Kriner

HumRRO Central Division
Louisville, Kentucky

April 1975

Work Unit COMMUNICATE

Prepared for

U.S. Army Research Institute for the
Behavioral and Social Sciences
1300 Wilson Boulevard
Arlington, Virginia 22209

HUMAN RESOURCES RESEARCH ORGANIZATION
300 North Washington Street • Alexandria, Virginia 22314

ABSTRACT

The effects of two forms of presentation of the Army Racial Awareness Program (RAP) on the personal values of *equality* and *freedom* were assessed. Subjects were Army personnel assigned to RAP at Fort Meade, Md. The research instrument was the Rokeach Value Survey, in pretest-posttest administrations. Results suggested that the official RAP presentation version—lecture and discussion—was more effective than a lecture-only version in changing personal values. Importance attached to equality was increased among RAP participants but not among lecture-only subjects. Importance attached to freedom was relatively unaffected in both groups. The size and statistical significance of value change among RAP participants varied according to characteristics such as age, race, rank, and education. Such differences were not found among lecture-only subjects. Subjects indicated approval of the RAP program and its continuance for all Army personnel.

SUMMARY AND CONCLUSIONS

PROBLEM

In 1971, the Army initiated a program of race relations education designed to maintain organizational stability through development of harmonious relations among military personnel of diverse racial and ethnic backgrounds. A fundamental component of this effort is the Army Racial Awareness Program (RAP), a mandatory element of all Army units' race relations education.

Given the importance attached to RAP, and its objective of promoting racial harmony, there is a requirement that the program be evaluated to assess its impact on participants. Also, because social reform programs should be designed to maximize cost effectiveness as well as program benefit, evaluation should include assessment of presentation method. If shorter, more concise presentations of RAP can have desirable impact, this should be documented.

The present research was directed toward assessment of two aspects of RAP: (a) the effect of RAP on participants' personal values—particularly *equality* and *freedom*, and (b) the relative effect of two RAP presentation methods—lecture-discussion and lecture-only—on the values equality and freedom. While this study was not conceived as a comprehensive evaluation, it did have the objective of potentially contributing to the general body of evaluative data on RAP.

APPROACH

The RAP program, in two presentation forms (the official lecture-discussion version and a lecture-only version) was given to 268 participants at Fort Meade, Maryland. Subjects were routinely assigned to RAP participation by unit commanders. No control groups were utilized in the experiment due to constraints operating in the field during the exercise.

The method used to obtain data was the Rokeach Value Survey with pretest-posttest measurements. The value survey is an instrument composed of two sets of values. The first 18 values are called terminal values—end states of existence—and the second 18 values are termed instrumental values—modes of behavior. Subjects are asked to rank these values according to their importance.

For this research, attention was focused on two values in the terminal-value set—equality and freedom—to assess changes in importance assigned to these values subsequent to RAP participation. The assessment of value change as a measure of the program's impact was selected because of two considerations: (a) the value survey is an economic instrument having minimal risk of test effects, and (b) most importantly, there is a conceptual argument that values are more central to an individual's personality than attitudes. Therefore, value change may be a more meaningful indicator of RAP's impact than attitude change (both, of course, are ultimately directed toward behavioral change.)

RESULTS

The results indicate that the RAP presentation method using lecture and discussion has more impact on freedom and equality values than lecture only. A consistently greater importance was attached to equality among participants in the lecture-discussion group than

for subjects in the lecture-only group. Changes in ranking of freedom did not achieve a comparable level of magnitude or significance for either of the groups.

Consideration of demographic factors demonstrated variance in level of magnitude and significance of change when controlling for age, race, education, and rank.

These results should be viewed with caution, however. Inability to randomly assign subjects to treatments, lack of control groups, and the small N of the Lecture-only group considerably weakened the experimental design and may have contaminated results. Tests for pretest comparability, on the other hand, indicated adequate similarity of the test groups and post only/posttest comparisions did not show testing (learning) contamination.

CONCLUSIONS

(1) The Racial Awareness Program, as currently used by the Army, yields evidence of contribution to a positive change in importance attached to the value equality, with considerably less impact on the freedom value.

(2) The lecture-only version of RAP suggests a comparable impact on either freedom or equality values—in respect to both magnitude of change and statistical significance. However, interpretation of statistical significance should be approached with great caution due to the small N of the Lecture-only group.

(3) The study results suggests that certain demographic categories are more affected by RAP than others. Specifically, enlisted men, participants under 29 years of age, non-college personnel, and whites showed more positive impact on their equality value than others. Those over 29 years of age attached more importance to freedom. The lecture group showed no significant changes in either equality or freedom when controlling for age, race, education, and rank.

(4) RAP participants—in both presentation versions—expressed highly favorable opinions of RAP and RAP instructions. Most participants asserted that RAP should be given to all Army personnel.

(5) Those personnel who initially attached low importance to freedom and equality appeared to be most affected by RAP, in respect to value change. This, however, may have been, at least partially, a result of ceiling effects, so data must be interpreted with caution.

PREFACE

The work described in this report was performed by the Human Resources Research Organization under Work Unit COMMUNICATE, Dimensions of Attitude and Behavioral Change Program. The objective of the Work Unit was to determine the effects of individual participation and audience size on the effectiveness of military educational programs of attitude and behavior change.

In partial fulfillment of this objective, an experimental study of the effects of the Army Racial Awareness Program (RAP) on the personal values of equality and freedom was conducted at Fort Meade, Maryland. A second study, covered in a separate report, assessed effects of individual participation and audience size on a drug education presentation at Fort Knox, Kentucky.

The research was conducted under the direction of Dr. Donald F. Haggard, former Director of HumRRO Division No. 2, Fort Knox, Kentucky, now HumRRO Central Division (Louisville). Dr. Wallace W. Prophet is the Director of the Central Division. The COMMUNICATE work is conducted under the sponsorship of the U.S. Army Research Institute for the Behavioral and Social Sciences, with Dr. D.A. Ramsay serving as the technical monitor.

The COMMUNICATE research for the Department of the Army was conducted under Contract DAHC19-73-C-0004. Army Training Research is conducted under Army Project 2Q062107A745.

CONTENTS

Page

Introduction 13
- Background 13
- Purpose 13

Method 14
- Research Design 14
- Research Instrument 15
- Research Procedure 16

Results 17
- Pretest Comparability of RAP and Lecture-Only Groups 17
- Equality and Freedom Values 17
- Demographic Comparisons 20
- Attitudinal Items 21

Discussion 23

Appendices

A Outline of Racial Awareness Program 27

B Rokeach Value Survey: Terminal and Instrumental Values 28

C Supplemental Demographic and Opinion Survey of Group Attitudes and Values 29

List of Illustrations

Figure

1 Test-Retest Reliability Coefficients for Equality and Freedom Values 15

List of Tables

Table

1 Study Design 14

2 Posttest/Posttest-Only Comparisons of Mean Value Rankings on Equality and Freedom Values 15

3 Initial Mean Value Rankings for Lecture and Full RAP Groups 17

4 Pretest-Posttest Mean Value Ranking Differences for Equality and Freedom Among Combined RAP and Lecture Groups 18

5 Pre-Post Mean Changes in Value Rankings for RAP and Lecture Groups 18

6 Pre-Post Mean Changes in Value Ranking for RAP, Categorized by Initial Pretest Scores. . 19

7 Pre-Post Mean Changes in Value Ranking for Lecture Group, Categorized by Initial Pretest Scores 19

8 Pre-Post Mean Differences in RAP Value Rankings Controlling for Background Variables .. 20

9 Pre-Post Mean Differences in Lecture Group Value Rankings Controlling for Background Variables 21

10 Distribution of Responses to Opinion Items 22

The Army Racial Awareness Program: A Case Study of Program Impact on Personal Values

INTRODUCTION

BACKGROUND

In 1971, the Army initiated a program of race relations education designed to maintain organizational stability through development of harmonious relations among military personnel of diverse racial and ethnic backgrounds. A fundamental component of this effort is a program entitled The Racial Awareness Program (RAP), which is a mandatory element of all Army units' race relations education. The stated objectives of RAP are to stimulate interracial communications and promote racial harmony. The program is divided into six three-hour instructional sets: orientation, personal racism, interracial communication, minorities in American life, institutional racism, and racial awareness. Appendix A is an outline of the Racial Awareness Program.

The attainment of RAP objectives rests on the assumption that increased awareness and communication has a positive effect on the structure of individual attitudes and values which, in turn, will produce greater interracial harmony and diminished racial tension.

Borus has indicated that methods are required for the evaluation of the impact of intervention programs on Army personnel in the area of racial and ethnic relations.[1] To further the development and use of such methods, this research study was designed to explore the impact RAP has on the structure of individual values and to provide data on whether different methods of RAP presentation influence the magnitude and direction of value change.

PURPOSE

The study was intended to develop information about RAP's impact on the values *equality* and *freedom*, as well as to determine the relative effectiveness of two presentation methods: Lecture-Discussion (the RAP program as normally presented by the Army) and Lecture-Only. The technique of measuring selected value change patterns was viewed as one of several alternatives for assessing RAP effectiveness. It was selected because it offered an economical procedure for gathering evaluative data about attitude change programs and enabled measurement of phenomena (values) which are, perhaps, more central to individual behavior than attitudes. It must be noted, however, that research on value change can not generate comprehensive evaluative data pertaining to RAP effectiveness, and the present study does not suggest this. Rather, value change data are perceived as one indicator of this effectiveness; another indicator would be behavioral change.

The decision to explore the relative impact on values of two presentation methods was based on the implicit requirement that social reform programs utilize methods which combine maximum benefit with the highest possible level of economy. This requirement confronts a chronic dilemma: We often lack sufficient information to determine the best cost/benefit trade-off. An assessment of presentation methods was undertaken to provide additional documentation regarding the efficiency of RAP as it is typically presented, or the greater usefulness of the RAP lecture-only method.

[1] Jonathan F. Borus, *et al.* "Racial Perceptions in the Army: An Appeal," *American Journal of Psychiatry*, vol. 128, no. 11, 1972, pp. 1369-1374.

METHOD

RESEARCH DESIGN

The study design was limited by practical constraints associated with the restrictions on field administration. Originally, the design was planned to be the *Solomon Four Group* design with pretest-posttest measurements.[1] However, it was not feasible to incorporate either control groups or a random assignment procedure during the research exercise. Subsequently, a modified pretest-posttest design (Table 1) was adopted in which all subjects received the experimental treatments (RAP or RAP lecture-only version). Assignments to these treatments, in both presentation forms, were made according to availability, as determined by unit commanders. The lack of control groups and ability to randomly assign subjects to treatments weaken the design methodologically. This design flaw should be noted by the reader.[2]

In view of problems relating to design, N of the groups involved, and the use of correlated *t*-tests, it was decided that $p < .01$ would be utilized as an acceptable level of statistical significance. Accordingly, results at this level are denoted in the analyses.

The revised study design sets forth two experimental treatments—full RAP and lecture only—with pretest-posttest administrations of a research instrument as shown in Table 1.

Table 1

Study Design

Program	Pretest[a]	Treatment	Posttest[a]
Full RAP	0_1	X	0_2
	0_3	X	-
	-	X	0_4
Lecture Only	0_1	X	0_2
	-	X	0_3

[a] 0 is measurement.

[1] Donald T. Campbell. *Experimental and Quasi-Experimental Designs for Research*, Rand McNally, Chicago, 1963.

[2] Comparison of posttest-only and posttest results of subjects pretested show no significant difference, therefore no evidence of learning contamination as a result of pretesting (Table 2). Also, comparison of pretests for RAP and lecture-only groups indicate no significant difference, as shown in Table 3.

Table 2

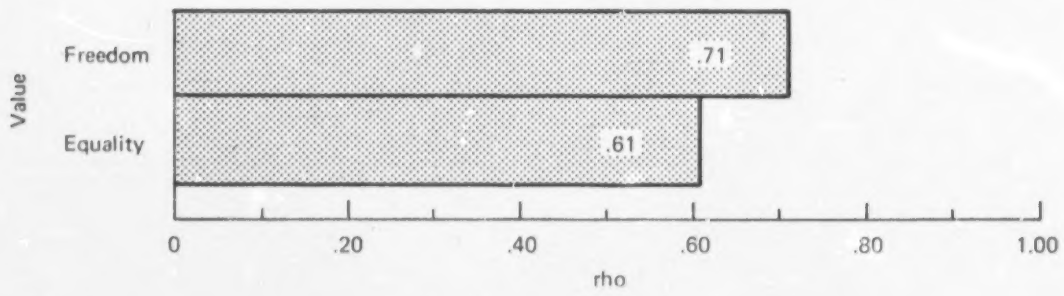
Posttest/Posttest-Only Comparisons of Mean Value Rankings On Equality and Freedom Values

Value	RAP			Lecture		
	Post-Only $\bar{X}$	Post $\bar{X}$	t^a	Post-Only $\bar{X}$	Post $\bar{X}$	t^a
Equality	6.01	6.46	.71	7.85	7.55	- .27
Freedom	5.37	5.21	-.27	5.02	6.00	1.01

[a]Using pooled variance estimate, two-tailed test. No significant differences obtained.

RESEARCH INSTRUMENT

The research instrument used in this study is the the Rokeach Value Survey.[1] Test-retest reliability coefficients are shown in Figure 1. This survey provides a simple method for measuring personal values and consists of 18 terminal values called end states of existence—and 18 instrumental values termed modes of behavior. Respondents are requested to rank each set of values in order of their importance. For this study, both sets of 18 values were given to respondents for ranking. However, only the terminal values were studied, with specific analytic interest limited to the values *equality* and *freedom* (see Appendix B).



NOTE: Test-retest after five weeks showed median reliabilities of .81 for terminal values. One hundred fifty three paired comparisons were made. Source: Milton Rokeach, *The Nature of Human Values*, The Free Press, New York, 1973, pp. 31-39.

Figure 1 – **Test-Retest Reliability Coefficients for Equality and Freedom Values**

[1]R. Cochrane and M. Rokeach, "Rokeach's Value Survey: A Methodological Note," *Journal of Experimental Research in Personality*, vol. 4, 1970, pp. 159-161.

The value survey was determined to be appropriate to this research because it enables measurement of value changes without generating undue sensitization or test effects. Moreover, as noted earlier, there is a conceptual argument that values occupy a more central position than attitudes within one's personality structure and cognitive system. For example, Rokeach argues that the motivational components of attitudes exist only insofar as valued attitude objects and situations are perceived as positively or negatively instrumental to value attainment.[1] Therefore, the Rokeach Value Survey was judged appropriate for this limited assessment of the RAP impact. Specifically, the design was organized to measure changes in ranking of the values of equality and freedom, through pretest-posttest administrations of the survey.

In addition to the value survey, a questionnaire shown in Appendix C was constructed for use with the survey. Items dealt with demographic variables and attitudinal information about RAP, RAP instruction, and racial tension. This questionnaire was intended to enable demographic control during analysis and to provide supplemental evaluative data about respondents' opinions.

RESEARCH PROCEDURE

The study population was drawn from Army personnel participating in the Racial Awareness Program at Fort Meade, Maryland during the period of June-September 1973. There was no sampling or random assignment procedure utilized; test subjects were individuals routinely assigned to RAP during the specified test period. As a result, there is no assurance that bias was not introduced because of the nature of the selection procedure.

The total study population comprised 268 enlisted and officer personnel representing diverse demographic categories. All pretest-posttest administrations were conducted by regular RAP instructors. Completed questionnaires were delivered to the researchers in packets by the instructors. The procedures for both groups were identical, and all subjects participated under anonymous group conditions.

[1] Milton Rokeach. *The Nature of Human Values*, The Free Press, New York, 1973.

RESULTS

PRETEST COMPARABILITY OF RAP AND LECTURE-ONLY GROUPS

The study groups were found to be closely matched with one another in respect to their pretest ranking of 18 terminal values in the value survey. Table 3 gives the initial value ranking obtained for the two groups. No significant difference in the 18 terminal values was found between the groups. Because the groups do not differ in their mean value rankings of equality and freedom, they appeared initially comparable in respect to their equality and freedom rankings and their terminal value system as a whole.

Table 3

Initial Mean Value Rankings for Lecture and Full RAP Groups

Value	RAP	Lecture	t^a
Comfortable Life	10.28	9.64	1.28
Exciting Life	12.67	11.14	1.03
Sense of Accomplishment	8.16	7.95	1.10
World at Peace	7.94	8.55	1.07
World of Beauty	12.62	13.77	1.35
Equality	7.47	7.68	1.15
Family Security	5.93	4.36	1.01
Freedom	5.83	6.23	1.05
Happiness	7.50	7.64	1.02
Inner Harmony	8.77	8.05	1.07
Mature Love	9.31	8.64	1.19
National Security	12.62	12.60	1.04
Pleasure	13.10	13.09	1.16
Salvation	11.44	11.77	1.18
Self-Respect	7.37	7.86	1.03
Social Recognition	12.88	13.73	1.00
True Friendship	10.06	10.50	1.04
Wisdom	6.36	7.05	1.03

[a]No significant differences obtained.

EQUALITY AND FREEDOM VALUES

Remaining analyses were conducted only with the equality and freedom values, using a correlated *t*-test to test for significance of difference between pretest-posttest measurements. This was done for two reasons: (a) the study delimited these values as being of basic interest to the assessment of RAP effectiveness, and (b) it was methodologically more appropriate to focus analytic attention this way.

Table 4 provides pretest-posttest mean value ranking differences for equality and freedom among combined RAP and Lecture groups. The results indicate the mean value ranking difference for equality is statistically significant at $p < .01$. The value change for freedom was not significant at this level.

Table 4

Pretest-Posttest Mean Value Ranking Differences for Equality and Freedom Among Combined RAP and Lecture Groups

Value	RAP and Lecture Groups (N = 131)	t^a
Equality	.86	2.54*
Freedom	.55	1.69

[a] * indicates statistical significance, $p < .01$; two-tailed test.

Table 5 presents the value changes for equality and freedom, separating the RAP and Lecture-only groups. Value changes among RAP participants are considerably greater than for Lecture-only subjects. Equality increases over one scale unit in importance and freedom increases over one-half scale unit in importance in the RAP group. The Lecture group shows quite minimal increases for both equality and freedom. Equality exhibits a statistically significant change in the RAP group; no significant changes occur in the Lecture group.

Table 5

Pre-Post Mean Changes in Value Rankings for RAP and Lecture Groups

	RAP		Lecture	
Value	$\bar{X}$ Change (N = 109)	t^a Value	$\bar{X}$ Change (N = 22)	t Value
Equality	1.01	2.86*	.14	.13
Freedom	.61	1.82	.23	.23

[a] * indicates statistical significance, $p < .01$, for difference between test and retest means; two-tailed test.

The next test was applied to RAP and Lecture groups and was categorized according to the level of initial pretest scores for equality and freedom. Subjects were divided according to whether pretest rankings were at the 1-6, 7-12, and 13-18 rank levels of importance. This was done in order to control for a possible ceiling effect, in which those

respondents who initially had high importance scores for equality and freedom with little room for value change, could be removed from lower scoring groups.[1]

Table 6 shows that significantly greater mean changes in value ranking occurred for the RAP group, on both equality and freedom, among respondents whose initial pretest scores were low. Subjects with scores in the 7-12 and 13-18 categories showed high magnitude and statistically significant changes in values, while those with initial scores in the 1-6 category did not.

Table 6

Pre-Post Mean Changes in Value Ranking For RAP, Categorized by Initial Pretest Scores

	Equality			Freedom		
Rank in Pretest	N	$\bar{X}$ Change	t[a]	N	$\bar{X}$ Change	t[a]
1-6	56	- .43	-1.61	71	- .35	-1.00
7-12	33	1.76	2.70*	30	2.17	3.03*
13-18	20	3.80	3.28*	8	3.38	2.76

[a]* indicates statistical significance, $p < .01$; two-tailed test.

Table 7 illustrates value changes for the lecture group, categorized according to initial pretest scores. There are no significant changes for the freedom value and only one change in the 13-18 category approached statistical significance for equality. However, one must be cautious in the interpretation of these results because of the small N involved in some categories. With this in mind, it appears that the Lecture group did not experience value change at a level of magnitude or significance comparable to the RAP group.

Table 7

Pre-Post Mean Changes in Value Ranking For Lecture Group, Categorized by Initial Pretest Scores

	Equality			Freedom		
Rank in Pretest	N	$\bar{X}$ Change	t[a]	N	$\bar{X}$ Change	t[a]
1-6	9	-1.33	-1.09	15	-.87	-.84
7-12	10	.80	- .58	4	-.75	-.33
13-18	3	7.67	4.60	--		

[a]No significant differences obtained.

[1]There is a possible problem of regression effects when separating extreme groups in this manner. However, there is no apparent evidence of these effects.

DEMOGRAPHIC COMPARISONS

Further analyses were conducted exploring value changes controlling for certain demographic variables, including education, race, military rank, and age. This was done in order to determine whether such variables influenced value change. Table 8 reports the results of these investigations for RAP participants.

Table 8

Pre-Post Mean Differences in RAP Value Rankings Controlling for Background Variables

		Equality		Freedom	
Demographic Controls	N	$\bar{X}$ Change	t^a	$\bar{X}$ Change	t^a
Enlisted	27	1.26	3.19*	.75	1.90
Officer	22	.05	.06	.09	.14
Under 29	68	1.50	3.37*	.15	.32
Over 29	41	.20	.35	1.39*	3.16*
College	49	.37	.70	.57	1.09
Non-College	60	1.53	3.27*	.65	1.46
White	68	1.37	2.67*	.54	1.29
Non-White	41	.41	1.07	.73	1.28

[a]*Indicates statistical significance, $p < .01$; two-tailed test.

As the table indicates, RAP participants with no college experience showed greater change than those with college training. The value change for equality was statistically significant among non-college respondents, while college respondents exhibited no significant change.

When tests were made for value change among white and non-white subjects, results showed that white respondents experienced significant change in the importance attached to equality. No significant changes were evidenced for non-white respondents on either equality or freedom.

Respondents categorized by age (under 29/over 29) exhibited varying value changes in terms of both magnitude and statistical significance. The younger age category had greater change in the equality value than the older category. Conversely, the older respondents showed significant value change in respect to freedom; younger respondents had negligible change.

Controls for military rank yielded data showing enlisted personnel with greater changes in values for both equality and freedom than officers. A significant value change in equality occurred among enlisted men.

These analyses offer evidence suggesting certain segments of the study population may be affected more by RAP than others, information that—if used cautiously—may be of value to RAP administrators.

Table 9 reports the demographic analyses for the Lecture group. The table shows no statistically significant value changes across demographic categories. However, it is

important to consider the small Ns involved when interpreting these results. They suggest the possibility of statistically significant differences with larger Ns and should not be ignored—particularly those exhibiting considerable magnitude in mean change of value.

Table 9

Pre-Post Mean Differences in Lecture Group Value Rankings Controlling For Background Variables

Demographic Controls	N	Equality		Freedom	
		$\bar{X}$ Change	t^a	$\bar{X}$ Change	t^a
Enlisted	19	- .05	- .04	.26	.23
Officer	3	1.33	.27	0	0
Under 29	7	-2.43	-1.45	.29	.19
Over 29	15	1.33	1.10	.20	.15
College	10	0	0	.40	.32
Non-College	12	.25	.17	.08	.05
White	14	.43	.32	- .36	-.30
Non-White	8	- .38	-.78	1.25	.72

[a]No significant differences obtained.

ATTITUDINAL ITEMS

The remaining analyses conducted in the study involved frequency counts regarding questionnaire attitudinal items. These items pertained to subjects' responses on the following:

Opinion of RAP.
Whether RAP had positively affected them.
Opinion of RAP instructors.
Opinion of the Civil Rights Movement.
Personal experience with racial tensions in the Army.
Whether racial tension is increasing or decreasing in the Army.
Whether RAP should be given to everyone in the Army.
Whether ability is related to racial/ethnic background.

Table 10 reports the results of these analyses.

The breakdown for responses illustrated in Table 10 is self-explanatory. Generally, the responses indicate that: The RAP program is well-received, many respondents have experienced racial tension, respondents are divided in respect to whether tension is increasing or decreasing, and most respondents believe RAP should be experienced by everyone in the Army.

Table 10

Distribution of Responses to Opinion Items

(All Respondents)[a]

Item	Scale	Response	Percent
Opinion of RAP	Excellent	84	31.3
	Good	107	39.9
	Fair	37	13.8
	Poor	14	5.2
RAP Effect on Respondent	Yes, great deal	53	19.8
	Some	121	45.1
	Not much	40	14.9
	None	28	10.4
Opinion of RAP instruction	Good	213	79.5
	Fair	20	7.5
	Poor	9	3.4
Opinion of Civil Rights Movement	Agree	182	67.9
	Some agreement	45	16.8
	Disagree	7	2.6
	Neutral	7	2.6
Racial Tension Experienced in Army	Yes	206	76.9
	No	34	12.7
Racial Tension Increasing or Decreasing	Increase	81	30.2
	Decrease	92	34.3
	About same	68	25.4
RAP for Everyone in Army	Yes	220	82.1
	No	23	8.6
Ability Related to Racial/Ethnic Background	Agree	167	62.3
	Disagree	63	23.5
	Don't know	12	4.5

[a]Percentages do not add to 100 due to failures to respond.

DISCUSSION

The study results suggest that RAP may have an impact on the equality and freedom values of personnel participating in the program. The equality value appears to be consistently increased after RAP; the freedom value does not increase as much. There is also evidence that the lecture-only version of RAP did not affect value changes, either for equality or for freedom.

Unfortunately, an inability to institute rigorous design controls, especially in respect to control groups, forces a high level of caution in interpreting the research findings. However, the results do indicate positive value changes associated with the RAP experience. Additionally, the results suggest that groups within the study population may be more susceptible to RAP than others.

Finally, we should emphasize the highly favorable attitudes toward the RAP experience expressed by most respondents. The general conclusion—though tentative—is that the RAP program at Fort Meade has a positive impact on Army personnel with respect to their personal value systems, particularly the equality value.

APPENDICES

Appendix A

OUTLINE OF RACIAL AWARENESS PROGRAM

BLOCK	HOUR	SUBJECT
I – INTRODUCTION	A	Introduction to RAP Seminars
	B	DOD, Army and Unit EO/RR Policies
II – PERSONAL RACISM	A	Introduction to the Concept
	B	Prejudice
	C	Overcoming Prejudice in the Unit
	D	Eliminating Minority and Majority Stereotypes
III – INTERRACIAL COMMUNICATION	A	Establishing Interracial Communication in the Unit
	B	Feelings of Minorities
	C	Feelings of Majorities
IV – MINORITIES IN AMERICAN LIFE	A	Contributions of Minorities to American Life
	B	Understanding Minority Life Styles
	C	Understanding Majority Life Styles
	D	Insuring the Position of Minorities in the Unit
V – INSTITUTIONAL RACISM	A	Introduction to the Concept
	B	Eliminating Institutional Racism in the Unit
VI – RACIAL AWARENESS	A	Racial Issues Facing the Nation and the Unit
	B	The Unit Affirmative Action Plan
	C	Combating Discrimination

Appendix B

ROKEACH VALUE SURVEY: Terminal and Instrumental Values

Terminal values

A comfortable life
An exciting life
A sense of accomplishment
A world at peace
A world of beauty
Equality
Family security
Freedom
Happiness
Inner harmony
Mature love
National security
Pleasure
Salvation
Self-respect
Social recognition
True friendship
Wisdom

Instrumental values

Ambitious
Broadminded
Capable
Cheerful
Clean
Courageous
Forgiving
Helpful
Honest
Imaginative
Independent
Intellectual
Logical
Loving
Obedient
Polite
Responsible
Self-controlled

Appendix C

SUPPLEMENTAL DEMOGRAPHIC AND OPINION SURVEY OF GROUP ATTITUDES AND VALUES

Introduction:

This is a survey of your attitudes and values toward certain matters. Since we may want to return at a later time and ask you to fill out a second questionnaire, we need some way to match your first questionnaire to the second one. To assure the confidentiality of your responses, we are asking you to make your own code number. Here's how it works. Below is a table of letters of the alphabet and a code number which stands for the letters. The letters in each column are represented by the number at the bottom of that column.

LETTERS	A	C	F	I	L	O	R	U	X
	B	D	G	J	M	P	S	V	Y
		E	H	K	N	Q	T	W	Z
	1	2	3	4	5	6	7	8	9

By referring to the table above, develop your code number as follows:

In this space _____ write the number which stands for the second letter in your first name. (Use your full first name.)

In this space _____ write the number which stands for the third letter in your first name. (Use your full first name.)

In this space _____ write the number which stands for the second letter in your last name.

In this space _____ write the number which stands for the third letter in your last name.

In this space _____ write the date of the month on which you were born. For instance, if you were born on March 15, you would write the number 15 in the box.

This method enables HumRRO to statistically match your responses. It does not enable us to determine who you are. It does ensure the confidentiality of your responses. Also, only HumRRO will be examining your responses, for research purposes only.

We appreciate your taking the time to participate in this survey.

HumRRO Research Staff

ALL RESPONSES TO THIS QUESTIONNAIRE WILL BE TREATED AS CONFIDENTIAL

Circle the letter next to the alternative which you feel is most correct.

1. What is your present active duty status?

   Enlisted:

Draftee - I did not enlist	A
Reserve	B
Regular, first enlistment	C
Regular, second or later enlistment	D

   Officer:

Regular	E
Reserve	F

2. How much longer do you have to serve on your current enlistment?

Less than six months	A
7-12 months	B
13-24 months	C
25-36 months	D
More than three years	E
Indefinite (until retirement or separation)	F

3. Do you plan to remain in service when your present term, enlistment or commitment is up?

Yes	A
No	B
Don't Know	C
Not applicable (indefinite status or will retire)	D

4. What is your race?

Black	A
White	B
Spanish-American	C
Other	D

5. Are you married?

Yes	A
No	B

6. What is your age?

17 or under	A
18 or 22	B
23-28	C
29-34	D
35-39	E
40 or over	F

7. How much education do you have?

No high school	A
Some High school	B
High school graduate	C
Some college	D
College degree	E
Graduate study but no graduate degree	F
Graduate degree(s)	G

8. How long have you been on active duty?

Less than three months	A
Three months to a year	B
2 years	C
3 years	D
4-5 years	E
6-8 years	F
9-12 years	G
13-16 years	H
16-19 years	I
20 years or more	J

9. What is your pay grade?

E1	A
E2	B
E3	C
E4	D
E5	E
E6	F
E7	G
E8	H
E9	I
Officer	J

10. Before you went into the service, where was the place you lived most of your life?

New England - Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont	A
North Atlantic - New Jersey, New York, Pennsylvania	B
Middle Atlantic - Delaware, Maryland, Virginia, Washington, D.C., West Virginia	C
South Atlantic - Florida, Georgia, North Carolina, South Carolina	D
South - Alabama, Kentucky, Mississippi, Tennessee	E
Western South - Arkansas, Louisiana, Oklahoma, Texas	F
Great Lakes - Illinois, Indiana, Michigan, Ohio, Wisconsin	G
Great Plains - Iowa, Kansas, Minnesota, Missouri, Nebraska, North and South Dakota	H
Mountain - Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming	I
Pacific - California, Oregon, Washington State	J
Alaska	K
Hawaii	L
Philippines	M
Overseas	N

11. Where do you plan to live after you leave the Service?

New England - Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont	A
North Atlantic - New Jersey, New York, Pennsylvania	B
Middle Atlantic - Delaware, Maryland, Virginia, Washington, D.C., West Virginia	C
South Atlantic - Florida, Georgia, North Carolina, South Carolina	D
South - Alabama, Kentucky, Mississippi, Tennessee	E
Western South - Arkansas, Louisiana, Oklahoma, Texas	F
Great Lakes - Illinois, Indiana, Michigan, Ohio, Wisconsin	G
Great Plains - Iowa, Kansas, Minnesota, Missouri, Nebraska, North and South Dakota	H
Mountain - Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming	I
Pacific - California, Oregon, Washington State	J
Alaska	K
Hawaii	L
Philippines	M
Overseas	N

12. Generally speaking, what is your opinion of the Racial Awareness Program you have just completed?

An excellent program in all respects	A
A good program in most respects	B
A fairly good program	C
A poor program in most respects	D
A very poor program	E

13. Has the RAP program affected your ideas or attitudes about race relations?

Yes, a great deal	A
Yes, to some extent	B
No, very little	C
No, not at all	D

14. What is your opinion of the instruction you received in the RAP program?

Excellent	A
Good	B
Fair	C
Not too good	D
Poor	E

15. How do you feel about the Civil Rights Movement? Are you:

Completely in agreement with its purpose and goals	A
Mostly in agreement	B
Somewhat in agreement	C
Not at all in agreement	D
Neutral – don't care one way or another	E

16. Have you observed any instances of racial tension while in the Army?

Yes	A
No	B

17. Do you think racial tension is increasing or decreasing in the Army?

Increasing	A
Decreasing	B
Neither, about the same	C

18. Do you think the RAP program is something everyone in the Army should experience?

Yes	A
No	B

19. Some people have said that a person's ability is closely related to his background, particularly his racial or ethnic background. What is your opinion of this assertion? Do you:

Strongly agree	A
Agree somewhat	B
Don't know	C
Disagree	D
Strongly disagree	E

20. We'd like to know any specific comments you have about the RAP program. Pleave provide below any criticisms or suggestions you think would improve the program for others who might participate.

THANK YOU FOR YOUR COOPERATION

INSTRUCTIONS FOR ADMINISTERING QUESTIONNAIRES

1. There are two different sets of research instruments: the HumRRO Survey of Group Attitudes and Values and the Value Survey. Each student should receive and complete one copy of each.

2. Instructors should provide students with the HumRRO survey first. Students will, at this point, be instructed to read the directions before starting to complete the questionnaire. Directions on the HumRRO questionnaire indicate how the students are to construct a code to be used only for research purposes, not for identification. Instructors should assure the students that the results will be confidential and used only by HumRRO for statistical analysis.

   It is important that instructors brief themselves on the coding procedure before administering the questionnaire so they may answer any questions students may have on how to complete the code.

   After students have completed the code, they should be instructed to complete the remainder of the HumRRO questionnaire.

3. When students have completed the first questionnaire (HumRRO questionnaire) instructors should then deliver to them the second research instrument for completion (the Value Survey). DO NOT COLLECT THE FIRST QUESTIONNAIRE FROM STUDENTS AT THIS TIME. SIMPLY ASK STUDENTS TO PUT THE FIRST QUESTIONNAIRE TO ONE SIDE WHILE THEY ARE COMPLETING THE SECOND ONE.

   Instructors should note that the Value Survey has space on the cover to put birth date, sex, city and state of birth, and name. INFORM THE STUDENTS THEY ARE NOT TO PROVIDE THIS INFORMATION.

4. Before allowing the students to complete the Value Survey, ask them to read the directions on the inside front cover. Ask them if they have any questions regarding the procedure they are to use in completing the Value Survey. THEN, TELL THEM TO PROCEED TO COMPLETE THE QUESTIONNAIRE. APPROXIMATELY FIFTEEN MINUTES SHOULD BE ALLOWED FOR THIS ACTIVITY, BUT BE SURE EVERYONE HAS A CHANCE TO COMPLETE IT.

5. After students have completed the second questionnaire (the Value Survey) ask them to place their first questionnaire inside the second one and pass them forward to the instructor. INSTRUCTORS SHOULD MAKE SURE THAT EACH STUDENT PASSES FORWARD TWO COMPLETED QUESTIONNAIRES – THE HUMRRO QUESTIONNAIRE INSIDE THE VALUE SURVEY.

6. Thank the students on behalf of HumRRO for their cooperation. Place the completed questionnaires in their accompanying envelopes and return to Captain DuBose.